DOCUMENT RESUME

ED 297 868 PS 017 504

AUTHOR Kagan, Sharon L., Ed.; And Others
TITLE Four Year Olds: Who Is Responsible?
INSTITUTION Connecticut State Dept. of Education, Hartford.
PUB DATE Apr 85
NOTE 43p.; A report presented to the Connecticut Board of Education by the Committee on Four Year Olds, Their Families, and the Public Schools.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Demography; Educational Needs; Educational Quality; *Educational Responsibility; National Surveys; *Outcomes of Education; *Preschool Education; *Program Development; Program Evaluation; Social Services; *State Programs
IDENTIFIERS *Connecticut; Research Results; *State Role

ABSTRACT

In 1984, the Connecticut State Board of Education (CSBE) convened a study committee to: (1) establish a conceptual foundation supporting developmentally appropriate programs and services for 4-year-old children and their families; (2) assess existing services and identify served and unserved populations, providers of services, and gaps in services; (3) identify methods of coordinating existing services and new services needed by the population; (4) assess the costs, personnel and training needs, and impact of new services on the current structure of kindergarten and the primary grades; and (5) make recommendations regarding the above to the CSBE. This report begins with a rationale for early childhood programs and services that is based on demographic and empirical data and focuses on the issue of high quality programs. Subsequently explored are services offered in other states. Service inequities are highlighted, the emerging family support movement is discussed, and concluding facts and principles are derived. Finally, recommendations and an action plan are presented. Appended are related materials, such as a map of Connecticut school districts with pre-kindergarten enrollment, a list of Connecticut state agencies providing programs and services for 4-year-olds, and tables of levels of slots available by county, type of community, and per capita income. A four-page reference list is included. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED297868

PS

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

FOUR YEAR OLDS: WHO IS RESPONSIBLE?

A Report Presented to the Connecticut Board of Education

by the

Committee on Four Year Olds, Their Families, and the Public Schools

Sharon L. Kagan, Ed.D.
Chairperson & Editor

Margaret Anthony
Penny Armstrong
Vijaya V. Bapat
Irene Barry
George Coleman
Barbara Coulibaly
Elizabeth Davenport
Mary Fritz
Tim Granucci
Muriel Hamilton-Lee
Barbara Hamlin
Judy Hurle
James Kennedy
Mavis LaBossiere
Richard Lincoln
Evelyn Mitchell
Dede Moore
Frances Roberts
Claudia Shuster
Sue Slama
Nan Streeter
Irene Weiss

David Cleaver
Carolyn Lester
Jean Rustici
Virginia Volk
Dianne Warner
Connecticut State Department of Education
Alexandra Shelley
Yale Bush Center in Child Development & Social Policy

PS 01204

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Connecticut State Dept. of Education
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

April, 1985

BEST COPY AVAILABLE

TABLE OF CONTENTS

I. INTRODUCTION 1

II. RATIONALE FOR PROGRAMS AND SERVICES 3

A. Demographic Evidence of Need 3
B. Empirical Evidence of Benefit 5
C. The Question of High Quality 8

III. SURVEY OF EXISTING PROGRAMS AND SERVICES 10

A. The National Perspective 10
B. The State Perspective 12
C. Family Support Programs 15

IV. CONCLUDING FACTS AND PRINCIPLES 17

V. RECOMMENDATIONS 19

VI. PROPOSED ACTION PLAN 21

REFERENCE LIST 23

APPENDICIES

Appendix A. Committee Members and Their Affiliations

Appendix B. Connecticut School Districts with Pre-Kindergarten Enrollment

Appendix C. Connecticut State Agencies Providing Programs & Services for Four Year Olds

Appendix D. Town by Town Analysis of Available Slots for Four Year Olds

Appendix E. Distribution of Available Slots

Appendix F. Geographic Distribution of High, Medium, & Low Levels of Available Services for Four Year Olds in Connecticut Communities

Appendix G. Levels of Slots Available to Four Year Olds by County

Appendix H. Levels of Slots Available to Four Year Olds by Type of Community

Appendix I. Levels of Slots Available to Four Year Olds by Per Capita Income

I. INTRODUCTION

In recent years the importance of early childhood education has been widely acknowledged by researchers and educators. In 1981, The Connecticut State Board of Education formally underscored its commitment to young children by endorsing an Early Childhood Educational Policy that "supports the development and expansion of early childhood programs and encourages development of comprehensive services to young children and their parents as essential to the right of each student for equal opportunity to a suitable program of education experiences" (Connecticut State Board of Education Policy, 1981).

Public interest, sweeping demographic changes, and recently released research findings precipitate the need for a new and specific analysis regarding the provision of school programs and services to four-year-old children and their families in Connecticut. As a part of the Connecticut Challenge, 1984, the Connecticut State Board of Education, through Commissioner Gerald Tirozzi, convened a study committee to:

(1) establish a conceptual foundation supporting developmentally appropriate programs and services for four-year-old children and their families;

(2) assess existing services, identify served and unserved populations, providers of services, and gaps in services;

(3) identify methods of coordinating existing services and new services needed by the population, and assess the costs, personnel and training needs, and the impact of new services on the current structure of kindergarten and the primary grades; and

(4) make recommendations regarding the above to the State Board of Education.

Consisting of 23 members, the Four Year Old Study Committee is broadly composed and includes early childhood practitioners, heads and representatives of state and local agencies serving young children, members of local boards of education, legislators, researchers, school administrators, faculty members, and parents (Appendix A). Beginning on June 20, 1984, the committee worked through the summer and fall collecting and assessing data. Conclusions and recommendations were formulated, and the report was written in the winter of 1985.

The report begins with the rationale for the study. Using demographics and evidence from research about the efficacy of intervention, and the nature of four-year-old children, the importance of the study is substantiated. Acknowledging the need for, and benefit of, early childhood services, the report investigates services offered in other states and, more specifically, services that are and are not offered in Connecticut. Service inequities are highlighted, the emerging family support movement discussed, and concluding facts and principles derived. Finally, recommendations and an action plan are presented.

The committee throughout its deliberations grappled with three recurring themes: (1) what is an appropriate role for the State Department of Education (SDE), given that so many programs and services for young children occur outside its aegis? (of four year olds in Connecticut who are receiving services, 95% are in programs not affiliated with public schools); (2) is it developmentally appropriate to isolate four year olds, or any age group, from a continuum of developmental services for young children? and (3) in a time of limited resources and inconsistent ideologies, can universal access to a given set of programs, although justified, be realized?

Our recommendations indicate that there is an important role for SDE with regard to four-year-old children, but that role must be sensitive to the critical functions of other state agencies and to private sector providers of services. Under no circumstance do we believe it appropriate for all four year olds to be involved in a "kindergarten-type" program within the public schools. We advocate, instead, a flexible open approach to serving four year olds, one that will encourage experiential learning and the active participation of many providers, and one that will encourage multiple forms of programs and services to co-exist and thrive in the public and private sectors. We find that SDE can take a leadership role in informing the public about these services and in helping to enhance their quality.

We believe that four-year-old children, while having unique developmental characteristics, function within a continuum of growth. To isolate four year olds, and the policies that serve them, will only fragment their natural development. Therefore, while several recommendations specific to four year olds are made, the thrust of our recommendations urges the development of a continuum of programs and services for young children. The creation of early childhood demonstration districts will foster such developmental continuity, and will provide specific information so that school districts, in concert with other local agencies, can develop comprehensive and creative services for young children and their families.

Finally, not all families want or need the same services for their young children. Recognizing this diversity, the committee strongly advocates the preservation of options so that parents may choose the service or services that best meet their needs at a given point in time. While preserving parental choice, services must be afforded to all who desire them. Universal access, based on parental option, must be the cornerstone of all policies for young children.

II. RATIONALE FOR PROGRAMS AND SERVICES

In January 1985, the United States House of Representatives Select Committee on Children, Youth, & Families recommended, as one of its eleven recommendations, that the United States Congress pass legislation to provide incentive grants to public and private non-profit agencies to facilitate the development of "programs for four-year-olds in public schools" (p. xviii). Less dramatic, but nonetheless significant, a spate of articles in the popular and professional press, widespread broadcast media coverage, and national conferences have extolled the benefits of serving four-year-old children in the schools (Hechinger, 1985; School at 4, 1985). Why has so much attention been galvanized around four year olds and the public schools at this time? The rationale for the current plethora of concern is predicated on two distinct bodies of empirical evidence. First, demographic data highlight the pressing need for services, and second, empirical studies not only document the benefit of early intervention, but help define essential elements of a high-quality experience for four-year-old children. In this section, we will present empirical evidence to document the need for, and benefit and nature of services for four-year-old children and their families.

A. Demographic Evidence of Need

Abundant national data document profound changes in the American family, changes that are affecting Connecticut children and Connecticut schools. The most widespread phenomenon is the increased labor force participation by women in general, and by mothers with young children in particular. More women are working than ever before: in fact according to the U.S. Department of Labor (1980), by 1990, 66% of all new entrants into the work force will be women. Of women currently in the labor force, many are or will be mothers. It is estimated that 80% are of child-bearing age and that 93% of them will become pregnant at some time during their work life (U.S. Congressional Budget Office, 1983). In 1984, more than half of all mothers with children under six (and nearly half with children under one year) were in the labor force. It is important to note that these phenomena apply to women of every marital status. Currently, in America the most typical working arrangement of families is the two-career pattern. Among married women with husbands present and children under six, 30% were in the labor force in 1970, increasing to 48% in 1984. The U.S. Congressional Budget Office (1983) predicts that by 1990, 55% of this group will be working, an 80% increase in twenty years.

Concurrent with increased labor force participation by women is a second phenomenon, that of the rapid increase in the number of single-parent households in America. Based on current trends, it is predicted that by 1990, nearly one in four children will live in single-parent households -- an increase of about 3,000,000 youngsters -- or a 48% increase since 1980 (U.S. Congressional Budget Office, 1983). The full impact of these figures is masked until we acknowledge the close correlation between family structure (in this case, single parenthood) and income (or lack thereof). Typically, single-parent households suffer a greater incidence of poverty. In fact, it is predicted that by 1990, of

the 23 million children under six, 17% will be from single-parent households, one-half of which will have household incomes below the poverty level (U.S. Congressional Budget Office, 1983).

Given these national trends, it is important to ascertain if the same phenomena hold true for Connecticut. In Connecticut, women, both single and married, are entering the work force in increasing numbers. In 1982, 710,000 women were in the paid labor force in the state. This number represents 55.4% of all Connecticut women, up from 53.6% in 1980, and 44.2% of Connecticut's entire work force, up from 43.2% in 1980 (U.S. Bureau of the Census, 1980). Of the 160,432 Connecticut women who had children under six in 1980, 65,531 or 41% were employed outside the home, an increase of 27% from a decade earlier. During that same year, a total of 231,010 mothers of children 0-17, or 57% of all mothers with children in this age group were in the work force (U.S. Bureau of the Census, 1980). As in the national data, many married women, with husbands present and children under six, work. In 1980, 40.5% of all Connecticut women in this category were gainfully employed outside the home, a figure that if extrapolated, would be comparable to national data.

The incidence of single parenthood is also increasing in Connecticut. In 1980, 17% of Connecticut's families were headed by women, an increase of 70% in the decade from 1970-1980 (U.S. Bureau of the Census, 1980). The relationship between depressed income and female-headed households is pronounced. In 1980, the average married-couple family in Connecticut had a median income of $25,103., while the average female head of household had a median income of $11,624., or only 46% of the married-couple family income (U.S. Bureau of the Census, 1980). The consequence of increased numbers of female-headed families and their severely depressed family income is that many more children are living in poverty than at any time in our nation or our state's history. In 1980, 12% of Connecticut's children lived in poverty (U.S. Bureau of the Census, 1980).

Upon investigating the impact of poverty on Connecticut's children, we recognize that not only are the numbers of young children in poverty increasing, but that race and ethnic origin are correlated with incidence of poverty. In 1980 in Connecticut, 8% of all white children lived in poverty circumstances, while 35% of all black youngsters and 45% of all Hispanic children came from poverty families. Additionally, Connecticut fertility rates indicate that the minority population in Connecticut is increasing more rapidly than the state average or than the white population. During the 5 year period 1975-1980, the number of live-births per 1000 in Connecticut averaged 231 for all races; 217 for whites; 308 for blacks; and 449 for Hispanics (Fritch, 1980). Two facts emerge: first, the proportion of minority children in poverty is projected to escalate, particularly in relation to white children in poverty. This is occurring because proportionately more minorities are being born. Second, there are and will continue to be increasing percentages of minority youngsters in Connecticut schools. Statistics document this growth. In 1973, 14.1% of the Connecticut school population was minority: in 1978, 16.5%, and in 1983, 20.3% of our 485,051 public school students were minority (Connecticut Board of Education, 1984a).

The consequences of these demographic trends indicate that: (1) given the rapidly changing pattern of family life in America, families -- not only poverty families, but all families -- need options for various kinds of support that will enable them to parent effectively; (2) more young children in Connecticut need child care services, a trend confirmed by the doubling of licensed spaces for preschool children in licensed care during the past ten years; and (3) because we have an increase in the proportion of minority children being born, and a continued over representation of children in poverty among minorities, in the future there will be an accelerated need for services for preschool aged children in specific communities.

B. Empirical Evidence of Benefit

Assessing the effects of early intervention programs for four year olds is complicated by many facts. First, typically, studies that investigate the effects of out-of-home care on children do not distinguish their results by the four year old designation. More commonly, results are reported for aggregated age groups, predominantly three and four year olds. Therefore, of necessity, the results reported herein do likewise. A second problem results from the setting where the studies are conducted. Because many of the intervention programs reported in the literature are held in advantaged settings -- university lab schools, demonstration programs -- they are atypical of services commonly available to four-year-old children. Therefore, while the studies may demonstrate significance and be methodologically well-constructed, their results can not be generalized to all preschool interventions or populations. Third, because services and programs for four year olds often have multiple goals (including cognitive, social, emotional, and health development, as well as parent involvement), what is evaluated varies considerably. Fourth, variation also exists in terms of who is evaluated. Many studies have assessed the impact of early intervention on special-needs populations while only a very limited number have similarly explored effects on middle-class populations. Consequently, the limited evidence of program benefit for middle-class children may be simply due to a lack of evaluations for this population, rather than the result of a lack of program impact. Finally, because services for four-year-old children are provided in the private and public sector, funded by parents, churches, federal and state governments, etc., and because important quality variables are not regulated, there are virtually no data that compare the effectiveness of programs or that measure program quality across sectors or against a common standard. Therefore we cannot conclude that programs sponsored by schools are more effective than those sponsored by churches, or by state funded or proprietary providers.

With these caveats in mind, the following empirical data point out that: (1) high-quality early childhood experiences can have lasting positive effects on low-income children; (2) high-quality out-of-home experiences have not demonstrated similar long-term benefits for middle- and upper-income children, although some short-term benefits for this population have been demonstrated, and (3) correlates of quality care, for young children, have been defined. To substantiate these conclusions, data will be explored that focus on the effects of early care and experience on

children's (a) attachment behavior, (b) intellectual development and school performance, (c) social-emotional development, and (d) pro-social behaviors.

a. Attachment Behavior

Early on, research on the effects of institutionalization and prolonged separation of children from their parents, led some psychologists to argue that any separation from mother in the early years might weaken the development of a strong mother/child attachment, and make the child less secure in trusting mother and others. In studies of children over two, however, few if any differences were found between the attachment behaviors of children reared at home and those entering substitute care after two (Caldwell, 1970; Cornelius & Denney, 1975; Cummings, 1980; Kagan, et al., 1978; Portnoy & Simmons, 1978; Ragozin, 1980; Roopnarine & Lamb, 1978; and Rutter, 1982).

b. Intellectual Development/School Performance

In studies of middle-class children, high-quality out-of-home care does not have long-term adverse or salutary effects on intellectual or cognitive functions (Belsky & Steinberg, 1978; Doyle, 1975; Fowler, 1972; Macrae & Herbert-Jackson, 1976; Moore, 1975). On the other hand, high-quality, educationally oriented day care programs often have been shown to prevent the decline in intellectual performance frequently found in home-reared children from low-income families (Heber, et al., 1972; Lally, et al., 1971; Ramey & Campbell, 1977; Ramey & Mills, 1977; Ramey & Smith, 1977; Robinson & Robinson, 1971; Schwarz, Strickland, & Krolick, 1974).

For low-income children who have participated in high-quality preschool programs, enduring cognitive gains have been demonstrated (Getzels, 1966; Lazar & Darlington, 1982; U.S. Department Health & Human Services, 1983; Weikart, 1984). To be more precise, though, we must analyze what we mean by "cognitive gains." IQ has been considered the best available indicator of school performance, but considerable evidence suggests that IQ alone is an inadequate indicator of outcome (Zigler & Seitz, 1980; Zigler & Trickett, 1978). The most recent report of the widely publicized Perry Preschool intervention study, Changed Lives, points out the need to discern between IQ and school performance as measures of cognition. In this report, Weikart (1984) writes: "Contrary to initial expectations based on early IQ changes, IQs of the experimental and control group children were equivalent by second grade and remained so thereafter" (1984, p. 23). Yet, in spite of equivalent IQs after second grade, the Weikart study points out significant differences in performance:

> Preschool education contributed to increased scholastic achievement during the early years of elementary and middle school, as measured by standardized achievement tests. At age 14, the average achievement test score of those youths who had attended preschool was 1.2 grade-equivalent units higher than the average score of those who had not attended preschools (1984, p. 24).

Similarly, in the evaluation of its 15 year experimental preschool program for low-income children, the University of New York State (1982) found that children in the program scored higher than non-participating children on tests of school-related knowledge and skills. The point is that while involvement in quality intervention programs may not yield sustained IQ gains, school performance improves. This suggests that other variables, important to children's overall performance (e.g. motivation), may be strongly affected by their involvement in early-intervention programs. For example, Pierson, et al. (1984), have demonstrated that involvement in the Brookline Early Education Project (BEEP) positively influenced children's classroom learning behaviors, including: working independently, following directions, resisting distractions, completing work successfully and being involved in classroom activities.

The involvement of parents is another variable that positively correlates with enhanced performance (Bronfenbrenner, 1983; Kagan, 1984). The University of New York State Study (1982) found that the more time parents are involved in the preschool program, the higher their children score on measures of school achievement. In the BEEP Program, Pierson et al. (1984) found measurable benefits in reading and classroom learning behaviors for all children when the parents had received program services: this held true among children of well-educated parents and for less well-educated parents who received outreach by the program. A commitment to parent-school interaction in the early years, be it in the form of direct involvement, parent education and/or support, is effective in forming alliances, in recognizing child and family strengths, and in minimizing serious educational problems.

c. Social-Emotional Development

Long considered a critical component of early care and education, social and emotional development have been widely investigated using a variety of scales and observations. Results of these studies indicate that the overall social-emotional adjustment of children who have experienced out-of-home care appear to be as favorable as that of home-reared children (Lippman & Grote, 1974; Rabin, 1965; Schwarz, et al., 1973). When interactions with peers are considered, there are few differences between home and out-of-home reared children (Doyle, 1975, Moore, 1963, Wright, 1975), although some investigators have found that children who enter out-of-home care before the age of two have a higher level of social interaction (both positive and negative) than those who enter after age two (Largman, 1976; Macrae & Herbert-Jackson, 1976; Moore, 1975; Schwarz, et al., 1974).

d. Pro-social Behaviors

Impressive correlations between participation in a high-quality preschool intervention program by low socio-economic youngsters and their subsequent reduced absenteeism, delinquency, crime and arrest rates, use of welfare assistance, and incidence of teen-age pregnancy have been recently reported by Weikart (1984). Positive correlations between preschool participation and the frequency of enrollment in post secondary education

programs and employment were also found. Lazar and Darlington (1982) have shown that important long term benefits, such as fewer children retained in grade, resulted from several carefully controlled interventions.

C. The Question of High Quality

Any discussion of the effects of intervention efforts cannot be presented in the absence of information about quality. Research indicates that a host of variables amalgamate to form "high quality" for the preschooler. From the National Day Care Study (Ruopp, 1979), we know that three regulatable characteristics are associated with quality: group size, caregiver/child ratio, and training and experience of caregivers. Smaller group size is consistently associated with better care, with more socially active children, and with higher gains on developmental tests. Higher ratios (fewer children per caregiver) are associated with measures of quality, particularly those quality measures that focus on caregiver and child behaviors. Finally, "Caregivers with education/training relevant to young children deliver better care with somewhat superior developmental effects for children" (Ruopp, 1979, p. 3).

Any discussion of quality must consider the critical variable in the environment -- the interaction between the adult and the child. It is an odd paradox that licensed services to four year olds may be executed by high-school graduates, but a year later, five year olds in public schools must be served by certified teachers who must have, at a minimum, a bachelors degree. However inconsistent, disparities exist not just in certification requirements, but in salaries received. Providers of services for preschool children routinely receive the minimum wage, relinquishing a fair and equitable salary, thereby reducing the costs of services to consumers. Indirectly, providers of services for young children subsidize the industry. Low wages, long hours, and very demanding responsibilities make provider turnover a persistent problem in the profession. Given that quality is so intimately connected to wages and certification, efforts to ameliorate these problems must be given high priority.

Beyond these realities, which hold constant whether the care is provided in "day-care," "home-care," or "school" settings, what variables add to the quality configuration? For the four-year-old child, the opportunity for childhood inquiry is essential. Knowledge can only come out of the child's desire for knowledge. Asking questions, testing truths, and challenging assumptions in a non-threatening, non-judgmental environment that allows a child to safely make mistakes is critical (Kagan, 1971). The sense of power that develops out of a child's natural inquiry is an essential precursor to the development of positive self-esteem (Piaget, 1963).

Because the world of the four year old is a busy one, one in which physical activity plays an important role, an important component of a high-quality environment is that it be fairly predictable -- one that, while not rigid, adheres to a schedule. It is through the establishment of appropriate internal regulatory systems that the need for external controls and constant discipline is lessened (Montessori, 1914; Theman, 1950).

Because the four year old gains satisfaction from doing things independently, a child-centered environment that allows for independent activity is another indication of quality (Halpern, 1982). This environment requires the management skills of a knowledgable adult who can be sensitive and supportive without being over-powering or over-invested in product (Travers, 1976; Wann, et al., 1970). Group size, an additional quality indicator, should allow for healthy interaction that minimizes the danger inherent in competing for space, materials, or attention (Hymes, 1968).

The environment and personnel must also encourage and stimulate "play" -- the child's free interactive association with children and materials (Radler & Kephart, 1960; Sutton-Smith, 1967). Although it is important for children to know that some playthings have specific purposes, the creative use of materials are the manifestation of applied knowledge and new learnings. Learning occurs not through simple exposure or contact with materials but when the child integrates their use into all his or her experiences.

Quality environments for four-year-old children provide opportunities that encourage children to be verbally expressive (Bloom, 1975; Werner, 1957). Increasing facility with speech and language is a critical task for the four year old, and having human and material resources that facilitate language development are essential ingredients of a quality program (Hunt, 1961; Prescott, 1974).

The four year old, while recognizing that he or she is a separate individual, distinct from the parent, still has a strong need to know that connections exist between the domains of his world. Hence, the involvement of parents in the four year old's program becomes an important indication of quality. Ideally, parents will be physically involved at times, but if this is not feasible, then a close working relationship must exist between the caregiver and the parent so the child will experience a continuity of care (Weikart, 1971). The sensitive consideration of the child's home environment, cultural attitudes, and individual learning styles allows the four year old to move between the two care/learning places (Honig, 1979).

Finally, the physical well-being and concern for health maintenance is an important aspect of a quality program. Resources to provide or to support parents in the provision of immunizations, adequate nutrition, and medical services, including mental health services, are necessary.

These characteristics must be available to ensure a quality environment for four-year-old children. Anything less will not facilitate the attractive gains indicated in the empirical data. The policy question then becomes one of resource allocation. Can quality programming be provided for all children, taking into consideration the services and programs that presently exist in the state? To assess these issues, an analysis of services and programs that exist in Connecticut and the nation follows.

III. SURVEY OF EXISTING PROGRAMS AND SERVICES

A. The National Perspective

In order to obtain an understanding of what services and programs other state departments of education are providing for four year olds, a national survey was conducted by the committee. Using a structured interview schedule, staff of departments of education in all 50 states were interviewed by telephone, mail, or direct contact. Additional data for the analysis were provided by The Early Childhood Education Branch of the Maryland State Department of Education, the High/Scope Foundation in Ypsilanti, Michigan, and by the National Association for the Education of Young Children's Commission on Appropriate Education for Four- and Five-Year-Old Children.

The results indicate that: (1) No state is providing universal school-sponsored programs for four-year-old children; (2) In a majority of states, programs and services for this population, in the form of organized efforts under education agencies, simply do not exist; (3) In 19 states a portion of various federal funds are targeted for preschool programs. However, the constraints on the federal funds often make them available for a particular segment of the population only, most notably handicapped or low income, and in some cases for non-English speaking youngsters; (4) Where state education agencies are involved and state dollars are utilized, typically, operational programs were pilots of limited scope and duration; and (5) Although some states, such as Louisiana, declare clearly that the state department of education does not work with four year olds, many states do provide program assistance in the form of resource guides, such as Maryland's, which addresses teaching children 4, 5, 6, and 7, and Missouri's, which addresses the education of children 3 to 6.

While not providing universal services, several states -- California, Maryland, New York, Oklahoma, South Carolina, and Texas -- have program initiatives that extend beyond the isolated model, or demonstration program concept and involve significant commitment of state dollars.

In California, extensive services are offered to 150,000 preschool children at a cost of $260 million dollars. California is the one state that has had a substantial commitment to the preschool population, continuing many of the services established during World War II. Next in financial commitment of state dollars is New York which has in place a well documented and researched pre-kindergarten program, with a 1984-85 funding of 14 million serving 7,000 children. Although Minnesota and New Jersey both spend 4 million, Minnesota's money serves 50,000 children, with the primary emphasis placed on the schools supporting parents in facilitating the development of their children through community education, while New Jersey's money serves 1,000 children in contained classrooms. In 1979, the Maryland General Assembly appropriated 2 million to make possible the extension of a free public education program to a limited number of four year olds throughout the state who are determined most "in need of early education." 1984-85 funding of the program is still at that level. It serves 2,213 children. Oklahoma's pilot pre-kindergarten, now operating in local volunteer districts, is capitalized at $599,000 and serves 720 children.

Although comparatively few states are offering comprehensive services, it is important to note that recent trends indicate not only increased

interest, but increased commitment to young children. For example, many of the legislative initiatives cited are recent, and many states also have active committees addressing services to preschool youngsters. For example, Texas recently passed legislation (H.B 72) that requires school districts to screen kindergarten children. Where 15 children are found with developmental delays, the district, beginning in 1985, must provide a pre-kindergarten program for all four-year-old children. South Carolina, in its Education Improvement Act of 1984, requires the State Board of Education "to develop and implement regulations providing at least half-day early childhood development programs for four-year-old children who have significant readiness deficiencies." A plan to serve these children will be phased in over the next five years, with proposed funding levels going from 2 million in 1984-1985 to 16 million in 1988-1989. The early childhood state plan, due on July 1, 1985, will deal with coordination, training, and availability of care. Both Texas and South Carolina, however, seem to be moving towards expending education monies for a specific population with "developmental delays" and "significant readiness deficiencies." The Maryland State Board of Education is requesting from the Maryland State Legislature in 1985 an expansion of funding to a level of 14 million so that 60% of the four year olds in the state can attend a pre-kindergarten program. We have yet to see legislation at the state level which proposes to support state coordinated models that allow a diversity of programs and services for four year olds based on local need and design.

While the trend is toward increased, but sporadic, service, it is interesting to consider where preschool children <u>are</u> being served. A review of the service delivery patterns in Connecticut presents a fairly typical picture -- one that is simultaneously enriched and complicated by the involvement of many public and private providers.

B. The State Perspective

Preschool children in Connecticut are served in a variety of settings. As of July 10, 1984, preschool children in group settings in Connecticut were served as follows:

Programs	Support	No. of Children		% of Children	
I. Licensed Day Care Centers[1] (Serves 13+ children) and Group Day Care Homes (Serves 7-12 children) Includes					
A. Non-Public	Private, Non-profit, and Profit	34,838		59%	
B. State Funded Day Care	Funded by Dept. of Human Resources	4,300	43,183	7%	73%
and					
C. Licensed Head Start	Federally Funded, Operated by Community Action Agencies	4,000		7%	
II. Licensed Family Day Care Home (Serves 1-6 children)	Private Non-profit and Profit		10,250		18%
III. Public School Pre-Kindergarten Includes	L.E.A.'s reporting Multiple Funding Sources		3,164		5%
A. Head Start Programs in Public Schools (exempt from licensing)	Federally Funded, Administered through L.E.A.'s	500			
IV. Independent Schools Pre-Kindergarten Enrollment	Independent Schools Reporting		2,406		4%
	TOTAL		58,958[2]		100%

Of these youngsters, 5% of the total population are served in Connecticut's public preschools. This figure is in contrast to Coelen's indication that in 1976, 3.2% of all children nationally were in care

---

[1]In Connecticut General Statutes (19a-79), the terms child day care center and group day care home are the legal designations for licensure, although such groups may be named play group, nursery school, preschool, pre-kindergarten, learning center, etc., by the operator of the program.

[2]Figures based on data from the Connecticut Department of Education, Connecticut Department of Human Resources, and the Office of Child Day Care.

sponsored by the schools. Not only do Connecticut's figures deviate slightly from the national figures, but within our state, percentages change. In 1979-1980, preschool enrollment in the public schools peaked at 4,390, but has decreased since then. Interestingly, during the same period independent school pre-kindergarten enrollment has shown a consistent increase, from 1,517 in 1979-1980 to 2,406 currently (Connecticut Board of Education, 1984a). The implication is that while services to preschoolers in the public schools are declining, independent schools are picking up some of the slack. In addition, it should be pointed out that of the preschoolers currently served in the public schools, 41% are minority -- almost double the percentage of minority children enrolled in public kindergartens (Connecticut Board of Education, 1984b). School districts that enroll four year olds are indicated in Appendix B.

Looking at the sources of programs and services, we see that there are two state agencies with programmatic responsibilities for preschool children. The Department of Education serves four year olds via pre-kindergarten programs, funded by Chapter I or local funds. In addition, the Department of Education sponsors preschool special education services for handicapped children. The Department of Human Resources provides funds to municipalities, to community action agencies, and to certain non-profit organizations for the purpose of providing child day care, and it provides for the purchase of day care in licensed or approved homes if no state-funded program is available in the area. The patchwork of services for preschool children is further complicated by an array of support services emanating from six different state agencies including the Departments of Education, Health, Human Resources, Children & Youth Services, Income Maintenance, and the Office of Child Day Care. Services provided range from regulation and licensing to advocacy, information and referral, and technical assistance, with each agency's specific duties outlined as Appendix C. That programs and services cut across so many state agencies makes the need for coordination paramount as new efforts to serve four-year-old youngsters emerge.

To determine if and where new services might be needed for four-year-old children in the state, the committee analyzed services currently available (as measured by licensed slots, and slots in public and independent schools) and compared them to the number of four year olds by town, thereby deriving a percentage for each community that indicated an estimated number of slots available per four-year-old child. Communities were grouped into low, medium, and high availability towns (Appendix D) and comparisons among counties, among types of communities, and among communities with differing levels of per capita income were conducted.

It should be underscored that the figures that follow, namely availability of slots, do not reflect need. Need, a difficult variable to assess, and certainly out of the scope and time-frame of this analysis, raises value questions. Is a family in "need of" care if 50% of the family income is needed to pay for care, if the closest care is one hour away, if the care is of low quality? Focusing on availability of slots, we are able to provide an objective picture of the current distribution (not usage of, or need for services).

A review of the Connecticut data indicate that wide disparities exist throughout the state, with estimates ranging from zero to 238 slots for each 100 children. The actual distribution is reflected graphically in Appendix E. Only 24 (or 14%) of Connecticut towns have at least one slot

for each child. Fifty-five percent of Connecticut towns have fewer than 60 slots per 100 children, implying that over half the towns are able to serve, at best, only 60% of their children. Eleven towns (7%) have fewer than 10 slots per every 100 youngsters; of these, 9 towns have no licensed slots at all. So while all towns have four year olds, not all towns have programs, a distributional artifact of the condition that, unlike public school programs, services for four year olds are not district bound: many four year olds and their families use services outside of their home towns. A map of Connecticut (Appendix F) with service levels shaded-in (low, medium, and high) indicates that many low-availability communities are adjacent to high-availability communities, suggesting that in communities where limited services are available, parents may transport youngsters to nearby districts for care.

When the levels of service were further analyzed by county, types of community, and per capita income, interesting differences emerged. The county analysis (Appendix G) indicates that Fairfield and Hartford counties are the most well-served with 65% of Fairfield county towns and 45% of Hartford county towns having high levels of available slots. In contrast, in Windham county only 13% of the towns had high levels of available slots, while 60% of the towns in that county had low levels of available slots. These data confirm that four-year-old children in our state do not have equal access to programs and services.

Disparities are confirmed when types of communities are compared. For purposes of this anlaysis, all Connecticut towns were classified into six types of communities: large city, fringe city, medium city, suburban, emerging suburban, and rural (Appendix H). Sixty-one percent of all towns in the fringe city category had high levels of available slots, indicating that they were served most abundantly. Suburbs and large cities fared next well, with 41% and 40% respectively having high levels of slots. Conversely, 54% of all rural towns had low levels of slot availability. No large cities had a "low" level of availability.

Perhaps the most startling data emerged when available slots were correlated with per capita income, as indicated by the Bureau of the Census (Appendix I). This analysis allowed us to answer the question, "Is availability of slots correlated to the income levels of communities?" The response is a resounding, "Yes!" High per capita income communities have high levels of available slots. Of the 56 highest per capita towns in Connecticut, 32 or 57% had high levels of slot availability: only 6 towns in this group (11%) had low levels of slot availability. The communities with low per capita incomes have the greatest number of towns with "low" slot availability. Forty-six percent of the towns designated as low per capita income also had low slot availability. Large communities in Connecticut, although having low per capita incomes, rank well in terms of slot availability. This is attributable to the high concentration of state-funded centers and other categorical programs such as Head Start and Chapter I in urban areas. So with the exception of the 5 large cities, levels of available slots are definitely related to per capita income with low-per-capita-income communities being least well served. Collectively, these findings indicate that in the area of four year old programs, attention must be concentrated not only on urban pockets of poverty, but on low-per-capita-income communities in general.

C. Family Support Programs

With increased stress in the nuclear family, and the reduced ability of the extended family to offer support, parents from all socio-economic groups are turning to peers, to informal self-help and support groups, and to institutions, including schools, for support. So widespread is this activity that it has been chronicled in the literature, and is now commonly referred to as the "family support movement." The primary goals of the thousands of family support programs that currently exist in America are to strengthen the family and to enhance the ability of adults to parent their children effectively, acknowledging that parents play the primary role in the young child's development.

For schools, a commitment to parent involvement and parent support is not new ideologically. In fact, the success of early childhood programs has been shown to be directly correlated with the positive involvement of family members as partners with teachers in supporting their children's development (Lazar & Darlington, 1979). Now, however, school districts throughout America are not simply "involving" parents, but are establishing programs and services to assist parents as they deal with the everyday challenges of parenting.

Where family support programs have been enacted, results are promising. Parents are far less stressed, with less stress being transmitted to children, and children are being parented more effectively and more knowledgeably. But benefits don't accrue to parents and children alone. Schools that have adopted family support services enjoy a more positive image within their communities and have higher levels of parent support and parent satisfaction.

Family support is a generic term that encompasses a myriad of specific activities. Broadly, those that operate in conjunction with programs that serve young children tend to be grouped as: (1) Parenting Education Programs; (2) Family-oriented Children's Programs, and (3) Home/School/ Community Linkages. Rarely do programs for four-year-old children offer services in all these areas, but more quality early childhood programs have established some form of family support.

The most common form is parenting education programs. In fact, in a survey conducted by this committee of individuals affiliated with the PTA in Connecticut, 81% of the 225 respondents indicated that garnering information about child development was very important to them; 86% indicated that if their child's school or program offered child development classes, they would participate. Parenting education programs may be delivered in parent groups or structured courses, and cover not only child development, but issues related to nutrition, discipline, sibling relationships, the stresses of being a working parent, etc. A second component of parenting education includes parent resource centers that offer workshops, discussion groups, lending libraries, and a place where parents with young children can gather. Another facet of parenting education, parent or child support groups aim to reduce isolation and stress by bringing families in similar situations together for discussion, education, and mutual support.

Family-oriented children's services include efforts by programs to make contact with young children before they actually enter the program on a regular basis. This strategy helps to acquaint children with the program

setting, and enables the early identification of high-risk youngsters. For example, the Parent-Child Early Education Program, Ferguson-Florissant School District, St. Louis County, Missouri contacts families of all three year olds by mail to invite their participation in developmental screening at diagnostic clinics in elementary schools. Parents are participants in this assessment process. Three year olds identified as having special needs receive home visiting services. All four year olds are encouraged to participate in a Saturday School program which includes initial developmental screening, center-based Saturday preschool, and weekly home visiting services.

The Winchester, Connecticut Public School System offers less formal "observational" screening for all three and four year olds by inviting children to participate in a "school party" during the month of their third and fourth birthdays. Children who are identified as possibly at risk receive follow-up home visits for further diagnosis and services as needed.

In an effort to build Home/School linkages, some school districts have made special efforts to contact parents while their children are quite young. Parents use the school as a source of information about community services or parenting education long before their children are ready to enter the formal education system. This strategy is commonly referred to as resource and referral (R/R). In some cases, school districts work in collaboration with existing R/Rs. Schools in Weston and Westport, for example, refer families to the Child Care Council, an organization that provides information about nursery schools, child care programs, summer camps, children's events, and babysitters.

In other districts, schools provide "warmlines" -- telephone services that provide practical information on routine problems such as toilet training, or "temper tantrums." Parents in Touch, a program in the Indianapolis, Indiana school district provides taped school information to parents. Variants of efforts to support families while building communication between young children and families, and schools include newsletters, toy lending libraries, and clothing and book exchanges.

Some communities or regions have initiated early childhood councils, groups that work to promote continuity and dialogue among providers of services for young children and families, irrespective of organizational affiliation. Councils have successfully sponsored training, held workshops for staff and for parents, and instituted cost-saving buying systems for goods and supplies needed in all early childhood settings. Some councils have successfully conducted community-wide assessments of available services, have mobilized public/private resources to increase services for youngsters, and have encouraged local agencies and businesses to become "model" employers, offering benefit and flex-time options for working parents.

Whatever the form, or whomever the sponsor, it is becoming increasingly clear that parents need support as they parent young children. Any proposed services to four year olds should provide for locally designed family support options. An attractive and comparatively cost-effective strategy, family support has become an integral component of quality early childhood programming.

IV. CONCLUDING FACTS AND PRINCIPLES

Synthesizing the results of demographic trends, research evidence, and practical, political, and financial constraints, the committee developed nine facts and evolved nine respective principles that frame our recommendations.

It should be understood that we favor equity of services for all four-year-old children and their families, but that equity does not necessarily imply identical services. At a minimum, we believe that all families, even those who have resources and are able to exercise initiative, would benefit from early contact with the schools -- in the form, for example, of parenting education or resource and referral systems. For families with limited incomes or with special needs children, if an impact on school and social competence is desired, then more intensive services are warranted. If equity of educational opportunity is to be realized, then differentiated services, prior to age five, must be considered.

FACT: 1. Substantial research underscores the importance of the early years in human development, stressing that the four-year-old child does not exist in isolation, but must be understood in a broader social and developmental context. The young child influences and is influenced by a social network that includes parents, family, friends, neighbors, school, and community people. Developmentally, the four year old must be seen along an age continuum with the primary goal of the early years as developing comprehensive competencies at individually variable rates.

PRINCIPLE: WE ARE COMMITED TO INVOLVING THE FAMILY IN SERVICES FOR THE YOUNG CHILD AND TO CREATING A CONTINUITY OF SERVICES THAT WILL SERVE PRESCHOOL CHILDREN AS THEY DEVELOP SOCIALLY, EMOTIONALLY, PHYSICALLY, AND INTELLECTUALLY.

FACT: 2. In Connecticut, a number of agencies have important and specific responsibilities regarding preschool children. Preschool children are not the purview or the exclusive responsibility of any one state agency.

PRINCIPLE: WE RECOGNIZE THE NEED FOR, AND ARE COMMITTED TO, FOSTERING INTER-AGENCY COOPERATION, PARTICULARLY IN IMPLEMENTING, PLANNING AND EVALUATING PROGRAMS AND SERVICES.

FACT: 3. The Connecticut State Department of Education has a mandate to have general supervision and control of the educational interests of the state, including preschool (Sec. 10-4).

PRINCIPLE: WE ACKNOWLEDGE THE IMPORTANT ROLE OF SDE IN SERVING YOUNG CHILDREN AND THEIR FAMILIES.

FACT: 4. Currently preschool programs and services are not available equally to all children due to cost and eligibility requirements, staff availability, geographic inaccessibility, and a lack of enrollment space for four year olds in existing programs. As a result, many areas of Connecticut are

underserved by the existing programs and many of these programs are economically stratified.

PRINCIPLE: WE ARE COMMITTED TO A FAIR DISTRIBUTION OF PROGRAMS AND SERVICES; TO EQUAL ACCESS TO PROGRAMS FOR ALL CHILDREN, AND TO PROVIDE ECONOMICALLY AND RACIALLY INTEGRATED SERVICES.

FACT: 5. Substantial research demonstrates that high-quality developmentally appropriate early childhood intervention is positively correlated with enhanced rates of learning and reduced dropout rates, as well as a reduced involvement in delinquency and crime, and reduced welfare dependence.

PRINCIPLE: WE BELIEVE THAT INVESTING IN QUALITY PRESCHOOL PROGRAMS AND SERVICES IS COST-EFFECTIVE AND HELPS CHILDREN MAXIMIZE THEIR TOTAL EDUCATIONAL OPPORTUNITIES MORE EFFECTIVELY.

FACT: 6. Current Connecticut demographic trends, including increases in the number of children born, the number of women in the paid labor force, and the number of children born in poverty (which is disproportionately high among minority groups), accelerate the need for access to quality early childhood programming prior to the traditional age of school entry.

PRINCIPLE: WE BELIEVE THAT THERE IS A PRESSING NEED TO ENHANCE SERVICES FOR ALL CHILDREN AND TO MAKE MORE SERVICES AVAILABLE PARTICULARLY IN UNSERVED AND UNDERSERVED LOCALES.

FACT: 7. Programs and services for the preschool population within the state vary on every measurable dimension such as sponsorship, goals, orientation, and nature of services provided. They also vary in size, length of service, and source of funding.

PRINCIPLE: WE SUPPORT HETEROGENEITY OF SERVICES AND BELIEVE THAT NO SINGLE APPROACH OR TYPE OF SERVICE, BE IT PUBLIC OR PRIVATE, CAN MEET THE DIVERSE NEEDS OF CONNECTICUT'S CHILDREN AND FAMILIES. RATHER WE ARE COMMITTED TO THE EXISTENCE OF A RANGE OF SERVICES, WITH OPTIONS OFFERED TO PARENTS.

FACT: 8. Four-year-old children vary significantly in their behaviors and competencies, demonstrating a wide range of interests and abilities.

PRINCIPLE: WE BELIEVE THAT PROGRAMS AND SERVICES MUST PRESERVE SUFFICIENT FLEXIBILITY TO MEET THE UNIQUE NEEDS OF INDIVIDUAL CHILDREN AND FAMILIES.

FACT: 9. Because of the American commitment to family privacy and because of questions regarding the appropriate role of the state (or agencies) in family life, serving four year olds via the public schools is a highly personal and controversial issue, generating strong, diverse public opinion.

PRINCIPLE: WE ARE COMMITTED TO A WELL-PLANNED LONG-TERM EFFORT TO ACQUAINT THE CONNECTICUT PUBLIC WITH THE VALUE OF PRESCHOOL SERVICES AND PROGRAMS.

V. RECOMMENDATIONS

I. INTERAGENCY COOPERATION

WE RECOMMEND THAT THE STATE BOARD OF EDUCATION TAKE LEADERSHIP IN ESTABLISHING AND FUNDING STATE-LEVEL MECHANISMS THAT WILL:

coordinate existing and proposed programs and services, ensuring that they are offered equitably, and at parental option;

examine existing and innovative credentialing systems for personnel serving young children, with the goal of developing equitable credentialing alternatives;

establish a single state-wide data base that will provide accurate information on the status of young children and their families in the State.

II. PUBLIC INFORMATION

WE RECOMMEND THAT THE STATE BOARD OF EDUCATION, IN CONJUNCTION WITH OTHER AGENCIES THAT SERVE FOUR YEAR OLDS AND THEIR FAMILIES, LAUNCH AND FUND A COORDINATED STATE-WIDE PUBLIC INFORMATION CAMPAIGN THAT WILL INFORM CONNECTICUT'S CITIZENS ABOUT THE IMPORTANCE AND COST-EFFECTIVENESS OF EARLY CHILDHOOD PROGRAMS AND SERVICES.

III. TRAINING AND TECHNICAL ASSISTANCE

WE RECOMMEND THAT THE STATE DEPARTMENT OF EDUCATION PROVIDE TRAINING AND TECHNICAL ASSISTANCE IN SUFFICIENT AMOUNTS THAT WILL:

enable providers of programs for young children and school personnel to implement developmentally appropriate services. Training should also focus on the critical role parents play in the early years, and on mechanisms to involve parents in the education of their children. The training should be planned and implemented in conjunction with other agencies that serve four year olds and their families.

IV. EARLY HOME/SCHOOL LINKAGES

WE RECOMMEND THAT THE STATE BOARD OF EDUCATION SUPPORT THE ESTABLISHMENT OF PROGRAMS AND EFFORTS THAT FOSTER COMMUNICATION BETWEEN PARENTS OF YOUNG CHILDREN AND SCHOOLS BY:

providing incentive grants and sufficient technical assistance to districts that establish or expand programs that communicate with parents about child growth and development, parenting education, and available community services for young children and their families.

V. EARLY CHILDHOOD DEMONSTRATION DISTRICTS

WE RECOMMEND THAT THE STATE BOARD OF EDUCATION DESIGNATE AND FUND EIGHT EARLY CHILDHOOD DEMONSTRATION DISTRICTS THAT WILL:

implement a variety of locally designed models of early childhood education, in collaboration with public and private providers of services. Components of such models might include the establishment of a local early childhood council, the coordination of resource and referral services, the utilization of available local district space and existing resources, the provision of direct services, and the credentialing of staff and the accreditation of exemplary programs. Each district would be required to provide equity of access, cost-benefit projections, and a systematic evaluation to determine the models' efficacy and replicability. Results of the evaluation should be reviewed and recommendations formulated for future action.

VI. MODEL EMPLOYER

WE RECOMMEND THAT THE STATE BOARD OF EDUCATION ENCOURAGE THE STATE TO BECOME A MODEL EMPLOYER BY SUPPORTING POLICIES AND PRACTICES THAT IMPROVE THE QUALITY OF FAMILY LIFE FOR YOUNG CHILDREN.

VI. PROPOSED ACTION PLAN

A.	State Board of Education Activities	TIMELINE
	1. Approve recommendations of the Four Year Old Committee.	June, 1985
	2. Authorize the restructuring of the Four Year Old Committee.	June, 1985
	3. Commit adequate SDE staff and resources to accomplish those activities to be carried out by SDE and by the restructured committee.	June, 1985
	4. Consider legislative package to implement the early childhood initiative for four year olds.	November, 1985
B.	State Department of Education Activities	TIMELINE
	1. Request the continued participation and commitment of resources by other state agencies serving four year olds and their families.	July, 1985
	2. Solicit letters of commitment from appropriate agencies so that mechanisms can be established that will coordinate services and programs, examine credentialing options and establish a state-wide data base.	July-October, 1985
	3. Establish a public information campaign focusing on the benefits of early childhood programs and services.	July-October, 1985
	4. Assess elements of the "model employer" concept, and determine applicability within SDE; advocate for their implementation in all state agencies.	July-October, 1985
C.	Committee on "Four Year Olds. Their Families, and the Public Schools" Activities	TIMELINE
	1. Reorganize the committee.	June, 1985
	2. Establish goals and timelines so that approved recommendations will be executed.	June, 1985
	3. Establish a training and technical assistance plan that will specify the nature, amount and cost of various training options.	July-October, 1985

4.	Research models of successful home/school linkage efforts and develop an implementation plan including financial awards and RFP criteria.	July-October, 1985
5.	Develop an RFP including suggested financial awards for the Early Childhood Demonstration Districts including goals of the demonstration effort and evaluation procedures. Determine the criteria and process for evaluating prospective proposals.	July-October, 1985
6.	Present plans, cost estimations, and legislative concepts to the State Board of Education.	November, 1985

REFERENCES

Belsky, J. & Steinberg, L. D. (1978). The effects of daycare: A critical review. Child Development, 49, 929-949.

Bronfenbrenner, U. (1983). Family policy and family life: Friends or enemies? Keynote Address of Family Support Programs: The State of the Art. Bush Center on Child Development & Social Policy, New Haven, Connecticut.

Bloom, L. (1975). Language development review. Review of Child Development Research. Chicago, Illinois: University of Chicago Press.

Caldwell, B., et al. (1970). Infant day care and attachment. American Journal of Orthopsychiatry, 40, 397-412.

Coelen, C., et al. (1976). Day Care Centers in the U.S. Final report of the National Day Care Study, Vol. III. Cambridge, Massachusetts: Abt Books.

Connecticut Board of Education. (1981). Early childhood education policy. Hartford, Connecticut: Connecticut State Board of Education.

Connecticut Board of Education. (February, 1984a). Minority students and staff report. BRPE Publication 84-8.

Connecticut Board of Education. (1984b). Non-public school report. BRPE Publication 84-12.

Connecticut State Department of Education. (1984). Local public school enrollment. Bureau of Grants Processing.

Cornelius, S., W., & Denney, N. W. (1975). Dependency in daycare and home-care children. Developmental Psychology, 11, 575-582.

Cummings, F. (1980). Caretaker stability and day care. Developmental Psychology, 16, 31-37.

Doyle, A. B. (1975). Infant development in day care. Developmental Psychology, 11, 655-656.

Fowler, W. (1972). A developmental learning approach to infant care in a group setting. Merrill-Palmer Quarterly of Behavior and Development, 18, 145-175.

Fritch, H. (1980). Statistics on Connecticut Fertility Ratio. Community Health Division, Connecticut Department of Health Services.

Getzels, J. W. (December, 1966). Preschool education. Teacher's College Record. New York: Teacher's College Press.

Halpern, R. (1982). Assuring quality early childhood service: The challenge ahead. Child Welfare, 61, 6, 325-340.

Hechinger, F. M. (February 26, 1985). Looking at quality of child care for its own sake. The New York Times, p. 5.

Herber, R., Gerber, H., Harrington, S., Hoffman, C., & Falender, C. (1972). Rehabilitation of families at risk for mental retardation. Progress report, University of Wisconsin--Madison.

Honig, A. (1979). Parent involvement in early childhood evaluation. Washington, DC: National Association for the Evaluation of Young Children.

Hunt, J. McV. (1961). Intelligence and experience. New York: The Ronald Press, Co.

Hymes, J. (1968). Teaching the child under six. Columbus, Ohio: Charles E. Merrill Publishing Co.

Kagan, J. (1971). Understanding children: Behavior, motives and thoughts. New York: Harcourt, Brace, Jovanovich, Inc.

Kagan, J., Kearsley, R., & Zelazo, P. (1970). Infancy: Its place in human development. Harvard University Press, Cambridge, Massachusetts.

Kagan, S. L. (1984) Parent involvement research: A field in search of itself. Boston, Massachusetts: Institute for Responsive Education.

Lally, R., Lindstrom, D., Meyer, W. J., & Lay, M. Z. (1971). Intellectual characteristics of children with day-care experience from six months through three years. Progress report, Syracuse University.

Largman, R. R. (1976). The social-emotional effects of age of entry into full-time group care. (1976). University of California, Berkeley. Unpublished doctoral dissertation.

Lazar, I. & Darlington, R. (1979). Summary report: Lasting effects after preschool. Washington, DC: U.S. Department of Health, Education and Welfare.

Lazar, I., & Darlington, R. (1982). Lasting effects of early education: A report from the Consortium for Longitudinal Studies. Monograph of the Society for Research in Child Development, 47(195).

Lippman, M. A., & Grote, B. H. (1974). Socio-emotional effects of day-care. Final project report, Office of Child Development, Grant No. OCD-CB-219.

Macrae, J. W., & Herbert-Jackson, E. (1976). Are behavioral effects of infant day care programs specific? Developmental Psychology, 12, 269-270.

Maryland Department of Education. (1980). Early childhood education: An investment in people. Baltimore, Maryland.

Minnesota Department of Education. (1984). Early childhood education in Minnesota: A position paper. St. Paul, Minnesota.

Montessori, M. (1914). Dr. Montessori's own handbook. New York: F. A. Stokes, Co.

Moore, T. W. (1963). Effects on the children. In S. Yudkin & A. Holme (Eds.), Working mothers and their children. London: Michael Joseph.

Moore, T. W. (1975). Exclusive early mothering and its alternatives: The outcomes to adolescence. Scandinavian Journal of Psychology, 16, 255-272.

Piaget, J. (1963). Psychology of intelligence. Paterson, New Jersey: Littlefield, Adams, & Co.

Pierson, D.E., Walker, D., & Tivnan, T. (April, 1984). A school-based program from infancy to kindergarten for children and their parents. The Personnel and Guidance Journal, 448-455.

Prescott, E. (January, 1974). Approaches to quality in early childhood programs. Young children. NAEYC, 125-131.

Portnoy, F. C., & Simmons, C. H. (1978). Day care and attachment. Child Development, 49, 239-242.

Rabin, A. I. (1965). Growing up in the kibbutz. New York: Springer.

Radler, D. H., & Kephart, N. C. (1960). Success through play. New York: Harper & Row.

Ragozin, A. (1980). Attachment behavior of day-care children: Naturalistic and laboratory observations. Child Development, 51, 409-415.

Ramey, C. T., & Campbell, F. (1977). The prevention of developmental retardation in high-risk children. In P. Mittler (Ed.), Research to practice in mental retardation: Vol. 1, Care and intervention. Baltimore, MD: University Park Press.

Ramey, C. T., & Mills, P. J. (1977). Social and intellectual consequences of day care for high-risk infants. In R. Webb (Ed.), Social development in childhood: Daycare programs and research. Baltimore, MD; Johns Hopkins University Press.

Ramey, C. T., & Smith, B. (1977). Assessing the intellectual consequences of early intervention with high risk infants. American Journal of Mental Deficiency, 81, 318-324.

Robinson, H., & Robinson, N. (1971). Longitudinal development of very young children in a comprehensive day care program: The first two years. Child Development, 42, 1673-1683.

Roopnarine, J. L., & Lamb, M. E. (1978). The effects of day care on attachment and exploratory behavior in a strange situation. Merrill-Palmer Quarterly of Behavior and Development, 24, 84-95.

Ruopp, R., et al. (1979). Children at the center. Final report of the National Day Care Study, Vol. I. Cambridge, Massachusetts: Abt Books.

Rutter, M. (1982). Social-emotional consequences of day care for preschool children. In E. Zigler, & E. Gordon (Eds.), Day Care: Scientific and Social Policy Issues. Boston: Auburn House.

School at 4: A model for the nation. (February 20, 1985). The New York Times, p. 22.

Schwarz, J. C., Krolick, G., & Strickland, R. G. (1973). Effects of early day care experience on adjustment to a new environment. American Journal of Orthopsychiatry, 43, 340-346.

Schwarz, J. C., Strickland, R. G., & Krolick, G. (1974). Infant day care: Behavioral effects at preschool age. Developmental Psychlogy, 10, 502-506.

Schweinhart, L. T. (1984). Early childhood programs in the 1980s. Paper presented at the Four Year Olds & Schools Conference, Spring Hill, Minnesota.

Sutton-Smith, B. (1967). The role of play in cognitive development. In W. Hartup & N. L. Smothergill (Eds.), The young child: Review of research. Washington, DC: National Association for the Education of Young Children.

Theman, V. (1950). A good school day. Columbia University, New York: Teachers College Press.

Travers, J. (1976). Quality in child care: A preliminary investigation of the issues surrounding state-level assessment of quality in child care programs. Cambridge, MA: ABT, Association. Unpublished paper.

U.S. Bureau of the Census. (1980). General social and economic characteristics, Connecticut. Washington, DC: U.S. Government Printing Office.

U.S. Congressional Budget Office. (1983). Demographic & social trends: Implications for federal support of dependent-care services for children and the elderly. Washington, D.C.: U.S. Government Printing Office.

U.S. Dept. of Health & Human Services. (1983). Summary of findings and references in A Review of Head Start Research Since 1970. U.S. Government Printing Office, Contract No. 105-81-C 026.

U.S. House of Representatives Select Committee on Children, Youth, & Families. (1985). Families and childcare: Improving the options. Washington, DC; U.S. Government Printing Office.

U. S. Department of Labor, Bureau of Labor Statistics, News Release USDL 86-767. (December 9, 1980). Marital and family characteristics of workers, March 1980. Table 6.

University of the State of New York. (1982). Evaluation of the New York State experimental prekindergarten program, Final Report. Albany, NY: State Education Department.

Committee Membership

S. Lynn Kagan, Chair
Associate Director
Bush Center
Yale University

George Coleman, Sub-Committee Chair
Director
Danbury Head Start

Barbara Coulibaly, Sub-Committee Chair
Acting Director
Early Childhood Education
Greater Hartford Community College

Judith Hurle, Sub-Committee Chair
Early Childhood Director
Bridgeport Public Schools

Claudia Shuster, Sub-Committee Chair
Network Coordinator
Capitol Region Education Council
Bloomfield

Margaret Anthony
Elementary & Middle School Principals
Association of Connecticut
Principal, Northwest School
Storrs

Penny Armstrong
Connecticut Boards of Education
School Board Member
Salisbury

Vijaya V. Bapat
Physician
Maternal and Child Health Section
Connecticut Department of Health Services

Irene Barry
Parent Teacher Association of Connecticut
East Hartford

Elizabeth Davenport
Director
First Church Nursery School
Windsor

Mary C. Fritz
State Representative
Yalesville

Tim Granucci
Teacher
Cheshire Public Schools

Muriel Hamilton-Lee
Associate Research Scientist
Yale Child Study Center

Barbara Hamlin
Director
Children's Center
Milford

James Kennedy
Connecticut Association of School Administrators
Superintendent
Manchester Public Schools

Mavis LaBossiere
Education Coordinator
State Department of Human Resources

Richard Lincoln
Pupil Services Director
Suffield Public Schools

Evelyn Mitchell
Lower School Principal
Renbrook School
West Hartford

Dede Moore
Parent and Early Childhood Consultant
Windsor

Frances T. Roberts
Director
Connecticut Office of Child Day Care
Hartford

Sue Slama
Kindergarten Association of Connecticut
Kindergarten Teacher
Norwalk Public Schools

Nan Streeter
State Senator
West Hartford

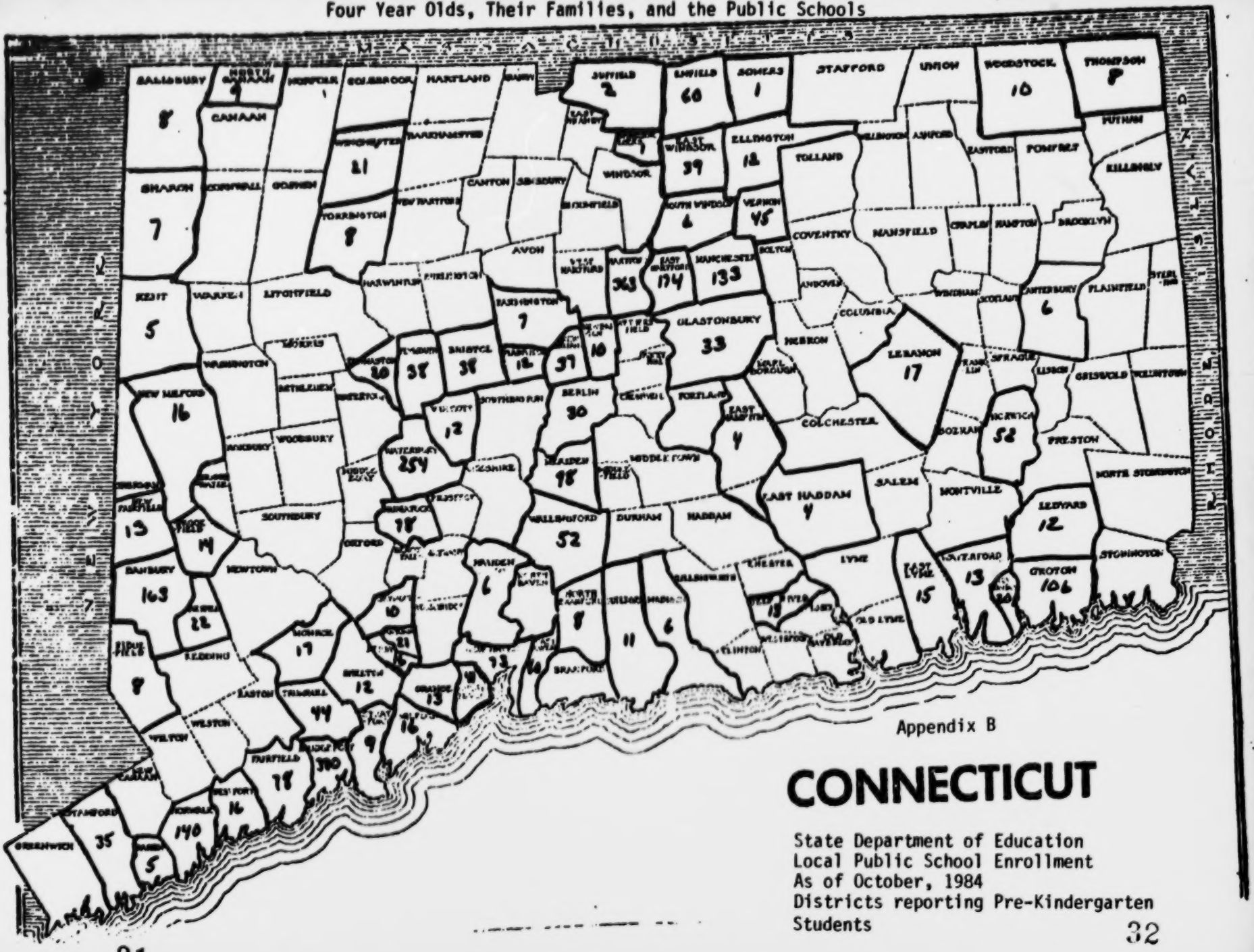
Irene Weiss
Parent and Early Childhood Consultant
Mystic

State Department of Education Staff

David Cleaver
Carolyn Lester
Jean Rustici
Virginia Volk
Dianne Warner

Research Assistant

Alexandra Shelley
Bush Center
Yale University



Appendix B

CONNECTICUT

State Department of Education
Local Public School Enrollment
As of October, 1984
Districts reporting Pre-Kindergarten Students

CONNECTICUT STATE AGENCIES
PROVIDING PROGRAMS AND SERVICES FOR FOUR YEAR OLDS

APPENDIX C

PROGRAMS BY AGENCY

	PROGRAM	NO. OF CHILDREN SERVED	SOURCE OF FUNDING
EDUCATION	PRE-KINDERGARTEN	3,164	GTB CHAPTER I
	SPECIAL EDUCATION 3-5	3,566	P.L. 94-142 G.S. 10-76
	CHILD CARE FOOD PROGRAM IN CENTERS AND HOMES	17,000	P.L. 97-35
HUMAN RESOURCES	STATE FUNDED DAY CARE CENTERS	43,000	SOCIAL SERVICES BLOCK GRANT AND STATE FUNDING
	PARENT SUBSIDIES - DIRECT PAYMENTS TO PARENTS (AFDC OR BELOW 45% OF MEDIAN LEVEL INCOME FOR PURCHASE OF CHILD CARE)	2,250	SOCIAL SERVICES

SERVICES BY AGENCY	AREAS OF ACTIVITY
CHILDREN AND YOUTH SERVICES	o PROTECTIVE SERVICE o PURCHASE OF CHILD CARE FOR CHILDREN IN PROTECTIVE SERVICE
EDUCATION	o CONSULTATION - EARLY CHILDHOOD PROGRAMS (ALL SETTINGS) o EARLY CHILDHOOD EDUCTION NETWORK o TECHNICAL ASSISTANCE TO DAY CARE CENTERS o TECHNICAL ASSISTANCE TO PARENTING GROUPS o DIRECT CONSULTATION - TO DHS LICENSING OF CENTERS AND GROUP DAY CARE HOMES o SCHOOL APPROVAL INDEPENDENT SCHOOLS WITH PRE-KINDERGARTEN o COMPLIANCE MONITORING - SPECIAL EDUCATION PROGRAMS PRESCHOOL POPULATIO
HEALTH SERVICES	o LICENSING OF 1092* DAY CARE CENTERS AND GROUP DAY CARE HOMES o HEALTH CARE SUPPORT FOR CHILD DAY CARE, COMMUNITY HEALTH, IMMUNICATION, AUDIOMETRISTS, ETC.
HUMAN RESOURCES	o LICENSING OF 2,544* FAMILY DAY CARE HOMES o SUPPORT SERVICES FOR FUNDED DAY CARE PROGRAMS o ELIGIBILITY DETERMINATION, APPROVAL OF PLACEMENT AND PAYMENT AUTHORIZATION FOR PARENT SUBSIDIES FOR PURCHASE OF CHILD CARE
OFFICE OF CHILD DAY CARE	o ADVOCACY o RESOURCE AND REFERRAL o SUPPORT SERVICE TO CHILD DAY CARE COUNCIL o DEVELOP AND DISTRIBUTE MATERIALS RELATING TO DAY CARE o REPORT ANNUALLY TO GOVERNOR ON STATUS OF DAY CARE

*March 1985

APPENDIX D*

TOWN BY TOWN ANALYSIS OF AVAILABLE SLOTS FOR FOUR YEAR OLDS

A. LIVE BIRTHS
B. TOTAL AVAILABLE SLOTS FOR THREE AND FOUR YEAR OLDS
C. TOTAL SLOTS FOR FOUR YEAR OLDS
D. NUMBER OF AVAILABLE SLOTS PER 100 CHILDREN
E. LEVEL OF SERVICE

TOWN	A	B	C	D	E
ANDOVER	31	4	2	6	LOW
ANSONIA	250	261	130	52	MEDIUM
ASHFORD	43	24	12	28	LOW
AVON	109	221	110	101	HIGH
BARKHAMSTED	34	23	11	32	LOW
BEACON FALLS	43	0	0	0	LOW
BERLIN	137	200	100	73	HIGH
BETHANY	41	49	24	59	MEDIUM
BETHEL	192	350	175	91	HIGH
BETHLEHEM	26	52	26	100	HIGH
BLOOMFIELD	155	252	126	81	HIGH
BOLTON	48	98	49	102	HIGH
BOZRAH	23	0	0	0	LOW
BRANFORD	281	323	161	57	MEDIUM
BRIDGEPORT	2646	2537	1268	48	MEDIUM
BRIDGEWATER	18	23	11	61	MEDIUM
BRISTOL	732	860	430	59	MEDIUM
BROOKFIELD	117	197	98	84	HIGH
BROOKLYN	75	86	43	57	MEDIUM
BURLINGTON	79	62	31	39	LOW
CANAAN	40	34	17	43	LOW
CANTERBURY	55	53	26	47	LOW
CANTON	94	124	62	66	MEDIUM
CHAPLIN	26	32	16	62	MEDIUM
CHESHIRE	227	301	150	66	MEDIUM
CHESTER	46	44	22	48	MEDIUM
CLINTON	175	77	38	22	LOW
COLCHESTER	129	150	75	58	MEDIUM
COLEBROOK	7	0	0	0	LOW
COLUMBIA	22	24	12	55	MEDIUM
CORNWALL	16	25	12	75	HIGH
COVENTRY	146	101	50	34	LOW
CROMWELL	129	226	113	88	HIGH
DANBURY	869	1076	538	62	MEDIUM
DARIEN	158	463	231	146	HIGH
DEEP RIVER	51	43	21	41	LOW
DERBY	180	249	124	69	HIGH
DURHAM	50	55	27	54	MEDIUM
EASTFORD	12	19	9	75	HIGH
EAST GRANBY	42	21	10	24	LOW
EAST HADDAM	86	91	45	52	MEDIUM
EAST HAMPTON	131	66	33	25	LOW
EAST HARTFORD	605	774	387	64	MEDIUM
EAST HAVEN	261	481	240	92	HIGH
EAST LYME	161	173	86	53	MEDIUM
EASTON	39	112	56	144	HIGH
EAST WINDSOR	111	130	65	59	MEDIUM
ELLINGTON	133	129	64	48	MEDIUM
ENFIELD	522	719	359	69	HIGH

APPENDIX D*

TOWN BY TOWN ANALYSIS OF AVAILABLE SLOTS FOR FOUR YEAR OLDS

A. LIVE BIRTHS
B. TOTAL AVAILABLE SLOTS FOR THREE AND FOUR YEAR OLDS
C. TOTAL SLOTS FOR FOUR YEAR OLDS
D. NUMBER OF AVAILABLE SLOTS PER 100 CHILDREN
E. LEVEL OF SERVICE

TOWN	A	B	C	D	E
ESSEX	37	71	35	95	HIGH
FAIRFIELD	461	1013	506	110	HIGH
FARMINGTON	171	384	192	112	HIGH
FRANKLIN	13	23	11	85	HIGH
GLASTONBURY	249	493	246	99	HIGH
GOSHEN	15	15	7	47	LOW
GRANBY	126	157	78	62	MEDIUM
GREENWICH	484	1210	605	125	HIGH
GRISWOLD	131	112	56	43	LOW
GROTON	759	780	390	51	MEDIUM
GUILFORD	236	315	157	67	MEDIUM
HADDAM	62	70	35	56	MEDIUM
HAMDEN	505	969	484	96	HIGH
HAMPTON	25	7	3	12	LOW
HARTFORD	2445	2664	1332	54	MEDIUM
HARTLAND	16	4	2	13	LOW
HARWINTON	47	34	17	36	LOW
HEBRON	92	41	20	22	LOW
KENT	25	48	24	96	HIGH
KILLINGLY	259	149	74	29	LOW
KILLINGWORTH	46	51	25	54	MEDIUM
LEBANON	59	29	14	24	LOW
LEDYARD	211	243	121	57	MEDIUM
LISBON	54	62	31	57	MEDIUM
LITCHFIELD	79	377	188	238	HIGH
LYME	18	69	34	189	HIGH
MADISON	147	192	96	65	MEDIUM
MANCHESTER	575	902	451	78	HIGH
MANSFIELD	100	301	150	150	HIGH
MARLBOROUGH	84	63	31	37	LOW
MERIDEN	774	787	393	51	MEDIUM
MIDDLEBURY	50	96	48	96	HIGH
MIDDLEFIELD	38	30	15	39	LOW
MIDDLETOWN	462	718	359	78	HIGH
MILFORD	597	574	287	48	MEDIUM
MONROE	163	243	121	74	HIGH
MONTVILLE	253	146	73	29	LOW
MORRIS	17	8	4	24	LOW
NAUGATUCK	355	251	125	35	LOW
NEW BRITAIN	979	794	397	41	LOW
NEW CANAAN	123	359	179	146	HIGH
NEW FAIRFIELD	118	89	44	37	LOW
NEW HARTFORD	72	77	38	53	MEDIUM
NEW HAVEN	2018	3496	1748	87	HIGH
NEWINGTON	246	442	221	90	HIGH
NEW LONDON	502	482	241	48	MEDIUM
NEW MILFORD	309	297	148	48	MEDIUM
NEWTOWN	223	382	191	86	HIGH
NORFOLK	38	27	13	34	LOW

APPENDIX D*

TOWN BY TOWN ANALYSIS OF AVAILABLE SLOTS FOR FOUR YEAR OLDS

A. LIVE BIRTHS
B. TOTAL AVAILABLE SLOTS FOR THREE AND FOUR YEAR OLDS
C. TOTAL SLOTS FOR FOUR YEAR OLDS
D. NUMBER OF AVAILABLE SLOTS PER 100 CHILDREN
E. LEVEL OF SERVICE

TOWN	A	B	C	D	E
NORTH BRANFORD	132	137	68	52	MEDIUM
NORTH CANAAN	5	0	0	0	LOW
NORTH HAVEN	173	391	195	113	HIGH
NORTH STONINGTON	55	71	35	64	MEDIUM
NORWALK	1077	1334	667	62	MEDIUM
NORWICH	631	687	343	54	MEDIUM
OLD LYME	69	83	41	59	MEDIUM
OLD SAYBROOK	93	68	34	37	LOW
ORANGE	85	163	81	95	HIGH
OXFORD	112	73	36	32	LOW
PLAINFIELD	172	121	60	35	LOW
PLAINVILLE	176	343	171	97	HIGH
PLYMOUTH	118	80	40	34	LOW
POMFRET	41	56	28	68	HIGH
PORTLAND	80	101	50	63	MEDIUM
PRESTON	33	74	37	112	HIGH
PROSPECT	57	70	35	61	MEDIUM
PUTNAM	111	120	60	54	MEDIUM
REDDING	75	92	46	61	MEDIUM
RIDGEFIELD	191	371	185	97	HIGH
ROCKY HILL	154	172	86	56	MEDIUM
ROXBURY	18	0	0	0	LOW
SALEM	33	33	16	48	MEDIUM
SALISBURY	38	55	27	71	HIGH
SCOTLAND	8	0	0	0	LOW
SEYMOUR	164	174	87	53	MEDIUM
SHARON	26	0	0	0	LOW
SHELTON	419	285	142	34	LOW
SHERMAN	25	30	15	60	MEDIUM
SIMSBURY	224	270	135	60	MEDIUM
SOMERS	99	76	38	38	LOW
SOUTHBURY	461	590	295	64	MEDIUM
SOUTHINGTON	106	74	37	35	LOW
SOUTH WINDSOR	174	291	145	83	HIGH
SPRAGUE	55	34	17	31	LOW
STAFFORD	155	84	42	27	LOW
STAMFORD	1313	2431	1215	93	HIGH
STERLING	27	2	1	4	LOW
STONINGTON	186	176	88	47	LOW
STRATFORD	516	604	302	59	MEDIUM
SUFFIELD	94	200	100	106	HIGH
THOMASTON	76	197	98	129	HIGH
THOMPSON	97	53	26	27	LOW
TOLLAND	128	175	87	68	HIGH
TORRINGTON	375	338	169	45	LOW
TRUMBULL	239	494	247	103	HIGH
UNION	7	0	0	0	LOW
VERNON	400	470	235	59	MEDIUM
VOLUNTOWN	28	17	8	29	LOW

APPENDIX D*

TOWN BY TOWN ANALYSIS OF AVAILABLE SLOTS FOR FOUR YEAR OLDS

A. LIVE BIRTHS
B. TOTAL AVAILABLE SLOTS FOR THREE AND FOUR YEAR OLDS
C. TOTAL SLOTS FOR FOUR YEAR OLDS
D. NUMBER OF AVAILABLE SLOTS PER 100 CHILDREN
E. LEVEL OF SERVICE

TOWN	A	B	C	D	E
WALLINGFORD	422	522	261	62	MEDIUM
WARREN	14	0	0	0	LOW
WASHINGTON	39	79	39	100	HIGH
WATERBURY	1405	1610	805	57	MEDIUM
WATERFORD	151	274	137	91	HIGH
WATERTOWN	193	237	118	61	MEDIUM
WESTBROOK	44	118	59	134	HIGH
WEST HARTFORD	458	1243	621	136	HIGH
WEST HAVEN	701	291	145	21	LOW
WESTON	58	90	45	78	HIGH
WESTPORT	163	608	304	187	HIGH
WETHERSFIELD	159	177	88	55	MEDIUM
WILLINGTON	54	38	19	35	LOW
WILTON	81	304	152	188	HIGH
WINCHESTER	149	118	59	40	LOW
WINDHAM	338	386	193	57	MEDIUM
WINDSOR	260	659	329	127	HIGH
WINDSOR LOCKS	124	148	74	60	MEDIUM
WOLCOTT	112	137	68	61	MEDIUM
WOODBRIDGE	71	183	91	128	HIGH
WOODBURY	76	76	38	50	MEDIUM
WOODSTOCK	54	35	17	31	LOW

*This table depicts the level or availability of services to four year olds in each town in Connecticut. To determine the levels of service (high, medium or low) in column E, the number of live births in 1980 was taken from the census (column A). 1980 was chosen because the youngsters born in that year were four at the time this analysis was conducted. This census figure does not take into account rates of mobility or infant mortality, and so while it is not an exact figure, it does provide the base line figure for this analysis. Column B reflects the number of licensed slots for three and four year olds in each town according to data from licensing officials. Because these figures reflect slots for three and four year olds, the figure was halved to represent slots for four year olds only (column D). The decision to take 50% of all slots and ascribe them to four year olds was based on a review of licensing data, and data from DHR regarding State funded centers.

To reflect the number of available slots per 100 four-year-old children, the number of available slots to four year olds (column C) was divided by the number of live births (column A). The result (column D) indicates the number of slots for every 100 children. So Darien has 146 available slots for every 100 children, or 1.46 slots per child, while Sterling has 4 slots per 100 children, or .04 slot per child. To ascribe "high", "medium," and "low" (column E), all towns were rank ordered by available slots. The lowest ranking third are categorized as "low," the middle third as "middle," and the highest third at "high." These attributions are, therefore, relative to levels of service within the State, and are not reflective of any national or agreed-upon standard of availability.

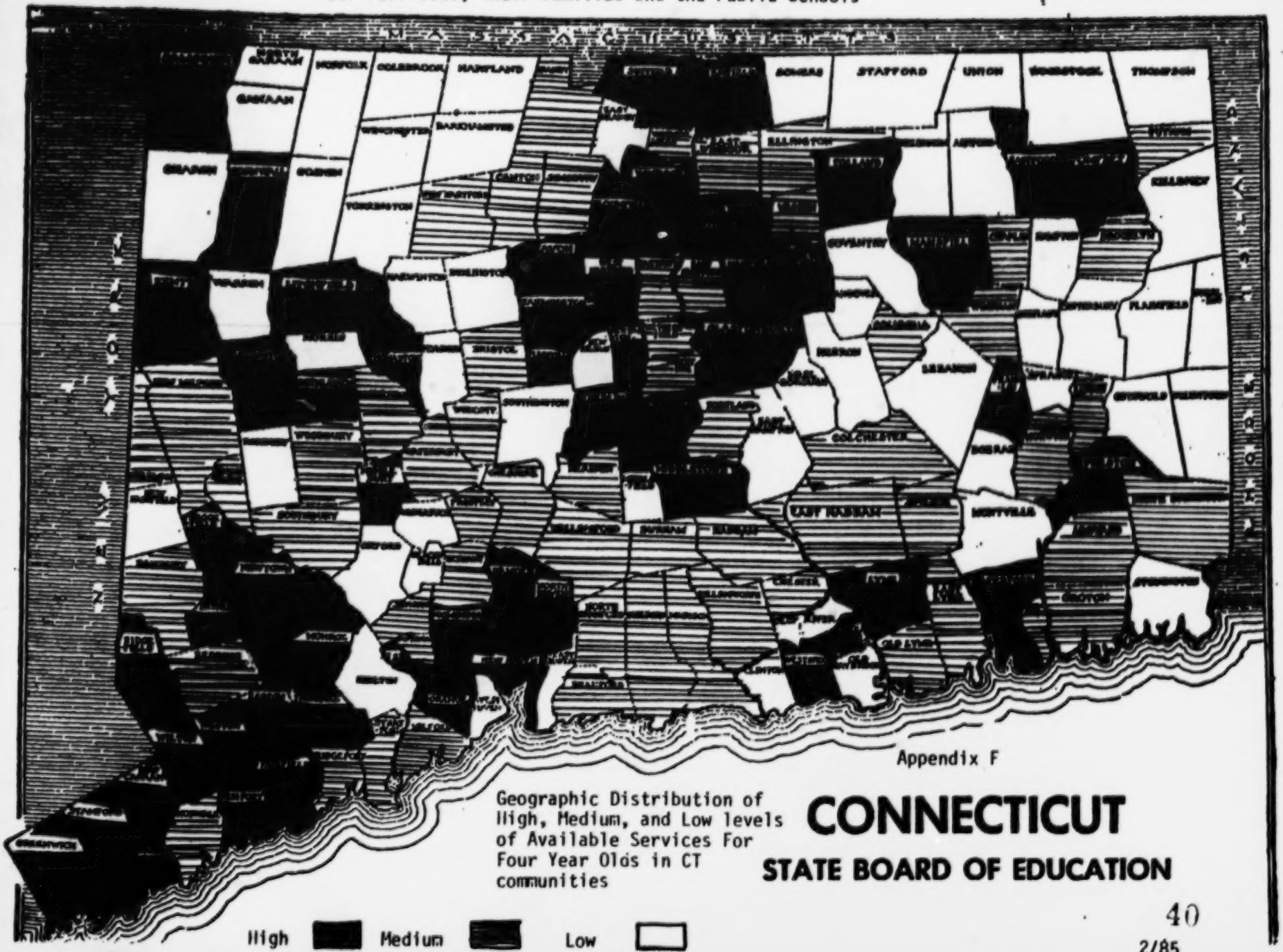
APPENDIX E
DISTRIBUTION OF AVAILABLE SLOTS

FREQUENCY BAR CHART

CLASS		FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
0 - 9	**********	11	11	6.51	6.51
10 - 19	**	2	13	1.18	7.69
20 - 29	**********	13	26	7.69	15.38
30 - 39	**********	19	45	11.24	26.63
40 - 49	**********	16	61	9.47	36.09
50 - 59	**********	31	92	18.34	54.44
60 - 69	**********	25	117	14.79	69.23
70 - 79	********	8	125	4.73	73.96
80 - 89	*******	7	132	4.14	78.11
90 - 99	**********	13	145	7.69	85.80
> 99	**********	24	169	14.20	100.00

5 10 15 20 25 30

FREQUENCY



Appendix F

Geographic Distribution of High, Medium, and Low levels of Available Services For Four Year Olds in CT communities

CONNECTICUT

STATE BOARD OF EDUCATION

Appendix G

Levels of Slots Available by County

County	Slot Availability Level		
	Low	Medium	High
Fairfield			
%	9	26	65
N	2	6	15
Hartford			
%	21	34	45
N	6	10	13
Litchfield			
%	54	19	27
N	14	5	7
Middlesex			
%	33	40	27
N	5	6	4
New Haven			
%	15	55	30
N	4	15	8
New London			
%	33	48	19
N	7	10	4
Tolland			
%	54	23	23
N	7	3	3
Windham			
%	60	27	13
N	9	4	2

Appendix H

Levels of Slots Available by Type of Community

Type of Community	Slot Availability Level		
	Low	Medium	High
Large City			
%	0	60	40
N	0	3	2
Fringe City			
%	13	26	61
N	3	6	14
Medium City			
%	22	56	22
N	4	10	4
Suburban			
%	23	36	41
N	10	16	18
Emerging Suburban			
%	34	45	21
N	10	13	6
Rural			
%	54	22	24
N	27	11	12

Appendix I

Levels of Slots Available by Per Capita Income

Per Capita Income Communities	Slot Availability Level		
	Low	Medium	High
Low			
%	46	38	16
N	26	21	9
Medium			
%	39	35	26
N	22	20	15
High			
%	11	32	57
N	6	18	32